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ABSTRACT

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education and to suggest possible approaches for implementation in primary and secondary education. The central purpose of the document is to promulgate and clarify the use of the world of work concept. Part 1 briefly discusses education's treatment of the world of work in the past, which has shown an increasing emphasis on the integration of education and work. Part 2 focuses its attention on current and emerging trends in the world of work, including attitudes to work, the impact of occupational trends, and population changes in terms of age and expectation. The final section deals with the role of the world of work in the educational program through a model for career development which has as its two basic concepts self and world of work. For the purpose of inclusion in a school curriculum, career development objectives using these two concepts are classified according to the developmental phases of the model: awareness (primary); accommodation (intermediate); exploration (junior high); and preparation-exploration (high school).
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Models for Career Education in Iowa

CAREER EDUCATION AND THE WORLD OF WORK

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Models for Career Education in Iowa

CAREER EDUCATION AND THE WORLD OF WORK

CONDUCTED UNDER RESEARCH AND EXEMPLARY GRANTS
from Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

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PREFACE

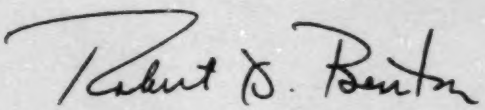
Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 thru the Iowa Department of Public Instruction. The purpose of the effort was to research, define and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A series of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-74 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.



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ACKNOWLEDGEMENTS

The central purpose of this monograph is to promulgate and clarify the use of the world of work concept in the exemplary project "Models for Career Education in Iowa." Discussion, in total, is based upon the experiences, processes, and materials resulting from work accomplished by teachers, counselors, and administrators of the project's nine school systems, and associated Department of Public Instruction/Iowa State University staff personnel. Part I will briefly discuss education's treatment of the world of work in the past. Attention will focus, in Part II, on current and emerging trends in the various aspects of the world of work. The final section will deal with the role of the world of work in the educational program of the school.

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PART I: CAREER EDUCATION AND WORLD OF WORK

Introduction

American education has, throughout much of its existence and with varying degrees of persistence, professed concern with that concept recognized as the "world of work." Philosophic statements of educational purpose often equate the term with preparation for life. Educational practices deal, directly or indirectly, with the concept despite a lack of accepted parameters or definition of the world of work. Current manifestations of the role of the concept are most often found in programs arising from the emphasis being placed on career education.

The call for career education has been heard from the United States Office of Education, national and state educational groups, and from persons and groups external to the industry. Public response, as indicated through the "Fifth Annual Gallup Poll of Public Attitudes Toward Education," (1) showed that 90 per cent of the persons surveyed would like to see schools give more emphasis to career education.

Two factors make it apparent that any legitimate discussion of the role of contemporary education includes substantial attention to the world of work. One is the vastness of work in its generally accepted form. A second factor must be change —- in work, the concept of work, and the degree to which man devotes time and personal resources to the activity. In addition, care must be taken to investigate and analyze influences which have affected the manner in which the world of work has been treated by the educational establishment.

Much has been said of the "way it was" and "how it is" for portrayers of the worker's role. Yet, a vacuum of incompleteness clouds most such statistically-oriented summaries. All too often, the absence of consideration for human elements has caused us to dwell stubbornly, and safely, on familiar group descriptors. Accompanying this tendency toward classification by occupation and type of activity within that occupation has been a propensity to grasp economic indicators of well-being while largely ignoring frustrations, futility, and inequities bearing upon individuals. There must be something philosophically fallacious in a societal approach to work which allows "productive years" and "prime of life" phrases to extoll the virtues of an economically-assessed period of life, at the expense of those life-long, fulfilling contributions and activities of the individual.

More than three centuries ago public education embarked upon a pathway of helping individuals reach for their fullest potential. Over time, and through experience, the way has broadened to an avenue of opportunities and potentials. Only the best in educational imagination and intent will satisfy requirements for meeting the needs of individuals in the years ahead. Adlai E. Stevenson spoke of these needs and those of

the world community in his address to the 1963 graduates of Radcliffe College (2). He pointed to "trained intelligence" as the nation's "greatest weapon in the battle for a world fit for people and safe for people. Our gravest social evils now spring from the neglect of training and opportunity," he said. It was also maintained that far too many young people are "flung skill-less on a labor market which is hungry only for skills. Our greatest social opportunities -- in every field of research and discovery -- spring . . . from the investment we are prepared to make in minds." A final thought on this matter that should be noted here is Stevenson's charge that, "We can no longer be content --- in the old Ivy League-Oxbridge tradition --- to educate a few supremely well. We have to educate every citizen capable of intellectual development."

This discussion will set forth a summary of the means by which nine Iowa public school systems and associated personnel in the project, "Models for Career Education in Iowa," (3) utilize the concept of the world of work as an aid in meeting developing needs of youth. Several issues underlying causes or concerns from project experiences will be taken under discussion in the way of amplification upon, but not departure from, the central discussion of the world of work.

The World of Work

Work is, to say the least, an ambiguous term. Webster's Seventh New Collegiate Dictionary ascribes more than forty-five meanings to the word in its various forms. Similarly, the Oxford Dictionary devotes four columns to the task. One commonly held definition is that of "paid employment." It fails, however, to allow for a myriad of human activities that justly fall within the confines of evolving descriptors of work. It is for these reasons that this discussion will concern itself with work in its broadest sense; purposive activity undertaken by an individual for remuneration, enjoyment, personal enrichment, or other vocational or avocational reward.

Educators involved in the project, "Models for Career Education in Iowa," have utilized two basic concepts in an approach to career development. One is the self-concept, as discussed in another publication in this series (4). The second is the world of work. Through this world-of-work approach, attention is focused on the diversities of work, including occupational aspects, leisure interests and pursuits, lifestyles, and changes in each as the individual progresses through life. A graphic depiction of the use of the self-concept and world of work, as used in the project, can be found on page 17. It is suggested that readers desiring a fuller understanding of the model refer also to the earlier publication detailing all career development objectives (5).

Prior to further discussion, it is necessary to make a distinction between "work" and "labor." Different roles are played, as pointed out by Getzels, Lipham, and Campbell (6):

> In effect, the performance of a role with a view to external rewards is labor and the performance of a role with a view to internal rewards is 'playful' or, in the institutional setting, work.

This is in sharp contrast with accounts from earlier times, when work was classically defined as an economically-inspired function culminating in the acquisition of shelter, food, clothing, and other basic goods and services. Work in America (7) summarizes the views once held of work:

> To the ancient Greeks, who had slaves to do it, work was a curse. The Hebrews saw work as punishment. The early Christians found work for profit offensive, but by the time of St. Thomas Aquinas, work was being praised as a natural right and duty --- a source of grace along with learning and contemplation. During the Reformation, work became the only way of serving God. Luther pronounced that conscientious performance of one's labor was man's highest duty. Later interpretations of Calvinistic doctrine gave religious sanction to worldly wealth and achievement. This belief, when wedded to Social Darwinism and laissez-faire liberalism, became the foundation for what we call the Protestant ethic.

Further insight into the ethic (8) and the basic dignity-of-work issue can be found in an observation made by Hall (9) more than three centuries ago: (sic)

> The homeliest service that we doe in an honest calling, though it be but to plow, or digge, if done in obediance, and conscience of God's Commandment, is crowned with an ample reward; whereas the best workers for their kind (preaching, praying, offering Evangelicall sacrifices) if without respect for God's injunction and glory, are loaded with curses.

According to Calvinist theology, the pursuit of riches grew to general acceptance as an ally of religion, vis-a'-vis its natural enemy. Early American thought deemed that it was incumbent upon the elect (the Chosen people) to follow the pathways of diligence in labor, sobriety, and prudence to spiritual as well as economic reward. It should be noted that the term work was applied only in the form of labor, while those remaining aspects pertaining to leisure were suspected of being evil. Leisure was often relegated to a status akin to that of idleness (10). Therefore, it was felt necessary that some guiding force capable of controlling or influencing the actions of the

citizenry be established. In 1647, an answer was legislated in Massachusetts in the form of the first general school law in America. This was, of course, the "Old Deluder Act" (11).

This brief historical perspective is of import to career education in that proponents and opponents of the movement often clash over the questions of "indoctrination" to the work ethic and the thrust of thinking that finds work dignifying. It has often been said that all work "has dignity." While once a generally accepted concept, this idea is being challenged by current and evolving patterns of social and economic existence. Career education must not subscribe to the concept that work, as an entity and in all of its forms, somehow possesses dignity. It is, however, vital that the individual be afforded learning experiences which underscore the dignity that properly rests with all persons --- as beings, and as practitioners of personally satisfying roles in the world of work. Helling (12) summarized his approach to the issue by saying that dignity is found only in people, and in the actions of people:

> For too long we have said things like, 'All work has dignity, all jobs are worthy, and all labor is good.' This is not true! There are rotten jobs, degrading work, and unrewarding labor. This new concept [career education] teaches that people have dignity, people are worthy, and people are good. Just think --- we have a chance here to change our value system in favor of humans and their needs. If people are good and worthy then whatever they do will be a demonstration of this worth and dignity.

And Fromm (13) has told us that, "There is no meaning to life except the meaning man gives his life by the unfolding of his powers, by living productively."

Education and Work

By the standards of Old World assessment our system of public education is scarcely beyond its infancy. Nevertheless, two assumptions surely stand forth without fear of substantive contradictions: 1) America's system of education is unique, and 2) it has been a remarkably successful undertaking for those individuals who have been able to master the system. For those who cannot, much remains to be accomplished to parallel the success enjoyed by the enterprise as a whole.

A contributor to that success has been the slow, but continuous search for a better way in educational process and practice. Movements in education have arrived and made their mark --- or failed in some manner, then gone the way of the dated textbook.

Career education easily fits the mold of an educational movement. As in other cases, it has been long in its pre-arrival development, of resounding impact at its point of arrival (14), and has been greeted by many with the skepticism normally reserved to that which promises change from the traditional. Contrary to many notions, it is not solely a product of the past half-decade, nor even of post-industrial America. Reference to career development theory and practice can be observed in education's literature from early in this century (15). References to the role of the world of work in public education are even more numerous and far-reaching. It is especially important that major influences on the role(s) be sought out, for they played a crucial part in the total picture of our system's evolution.

The very beginnings of the nation's educational establishment are nearly devoid of direct reference to the world of work. Formal public education can be traced to the fourth decade of the seventeenth century. It was in this period that the first elementary school was founded, Latin grammar schools began to function, and Harvard became the first permanent American institution of higher education. European education was the model for these Colonial systems. Elementary education was available to relatively large numbers of children, while the secondary schools remained selective, and often prohibitive. One major objective of education at this time was preparation for service in the ministry. In the view of the times, preparation for the world of work was largely left with the home, community, and various programs of apprenticeship.

Latin grammar schools truly exemplified this thrust. Preparation for further training was the goal. Additional education effectively removed selected students from the realm of the world of work of the day. Emphasis was on the classical subjects. This accepted practice fostered clearer definitions of the educated class and the working class. Opportunities were often tied closely to class-status, which was greatly influenced by the background, educationally, of both the individual and that individual's ancestors.

The second half of the eighteenth century gave rise to the Academy movement. Under this type of educational plan, a curriculum was designed to provide for those likely to engage in contemporary world-of-work labors as well as those bound for college (and therefore, some service-oriented profession). The Academy movement originally intended that greater attention be given preparation for life through study in what was termed the "practical arts." Since the world of work of the period was essentially confined to forms of labor, Benjamin Franklin's rationale for a broader curriculum in the first academy did, by implication, base a portion of its objectives on the world of work. Many academies were established and continued to flourish as educational institutions through much of the nineteenth century.

Scarcely a generation before the peak of the Academy movement's popularity just a generation prior to the Civil War, a new concept in

secondary education was established. Boston, in the 1820 era, witnessed the founding of two innovations in public education. One was the first tax-supported, free high school for boys. The second, a similar institution for girls, was opened shortly thereafter. These schools sought to combine classical subjects with programs dealing in occupationally-related needs of the youth of the day. While not expansive in nature or number, such programs marked a significant departure from old-line educational thought.

Public secondary schools increased in popularity and number as the nation grew over the next one hundred and fifty years. Included were schools with academic orientations, vocational orientations (the manual training high schools being notable examples), and those that sought to combine the two philosophies. "The high school gave coherence and unity," so said Meyer, "to native public education." (16) Refinements to the curricular programs made expanded occupational preparation options available to a larger segment of the enrolled students. It was not until 1940, however, that more than half of the nation's high school-age youth actually completed secondary school programs (17).

The comprehensive high school which grew from the Free School movement attempted to provide even greater personal opportunities for all students. A significant statement of the essential characteristics of a comprehensive high school was developed by the Public Education Association of New York City (18).

1. Every comprehensive high school will have one student body with no pre-sorting into academic and vocational tracks.
2. The academic program will include the traditional academic requirements for college entrance and offer advanced courses to students who qualify.
3. The Comprehensive high school will accept the responsibility for intensive efforts to improve the basic learning skills of the educationally deprived pupils.
4. The program of instruction and guidance for each student will be based on his achievement and his actual abilities and hopes.
5. Pupils will not have to begin to make vocational choices until the 11th year.
6. Every student, whatever his background and ambitions, will have the opportunity to explore a wide range of vocational possibilities.
7. In providing general education and training for a changing job market, the comprehensive high schools will maintain close cooperation with labor and employees.
8. The comprehensive high school will conduct an active program of art, music, drama, sports and a variety of clubs so that students will be included in some activity outside of the classroom program.

9. The comprehensive high school will award one type of diploma only, with an accompanying record of the student's achievement.
10. The comprehensive high school will provide counseling services for all the students to help them make the most appropriate choices, whether in jobs, in job training, or in continuing education.

A comprehensive high school curriculum, if designed in accordance with these "essentials," would be ideally prepared for the crucial next step: that of transforming education's intent into sound classroom practice.

Various other influences upon education have registered concern over the guidance of school curricula. Reports, recommendations, and research-related findings from national education groups, often associated with legislative enactments, have set forth their collective wisdom for consideration by education's decision makers. In nearly every instance, the missing link has been that of the vehicle to transform sound theory into quality, student-oriented classroom practice. Career education may be the ideal bonding vehicle. A clear example exists in the list of essential characteristics noted above, when compared and analyzed in the discussion of the role of the world of work as found in pages 31-33.

Among other notable curriculum influences that should be re-considered in this connection are the works of three groups. In 1893, The Report of the Committee of Ten dealt with re-structuring high school offerings in order that the needs of youth not bound for college be better met. A half-century of legislative impetus was accorded vocational education, commencing largely with the passage of the Smith-Hughes Act of 1917. A year later, The Commission on the Reorganization of Secondary Education published its Seven Cardinal Principles of Education. While the seven relate closely to career education's objectives, the exceptionally clear tie with "worthy use of leisure time" and "vocational efficiency" cannot escape notice.

The Educational Policies Commission, in 1940, urged that school curricula prepare youth for productive labor, an understanding of the economic system, and the skills in consumer buying and saving. Later, the Commission's Education for All American Youth encouraged educators to provide a broad, well-balanced curriculum which would, among its several features, provide for occupational competency.

Many additional influences were recorded within the time span of the above discussion. This listing does not intend to detract from their contributions, but rather to emphasize those which relate most directly to the world of work as a factor in education's curriculum planning. One additional statement, contained in a 1972 Report to the President (19), demands notice as a continuation of the drive toward meeting the needs of youth:

The prime legacy being left to today's youth is the certainty of uncertainty. The major thing youth knows for sure is that change is coming -- and at an increasingly rapid rate. Change, in the nature of occupations, in skill levels required for job entry, and changes in work values. They are being told that their prime goal must be one of adaptability -- of being able and ready to change with change. We have assured them that, on the average, they may expect to change occupations somewhere between five and seven times during their working life.

Society has told youth they should want to work and should endorse the work ethic. But the work values of young people in this post-industrial society are not, and should not be, the same as their parents. Youth understands that we have now moved into an era where this country produces more services than goods --that increasingly, machines produce products, and man provides services. But how is a young person to plan his future so as to provide the greatest possible service to his fellowman while deriving personal satisfaction for himself? (20)

PART II: TRENDS IN THE WORLD OF WORK

To adequately predict future directions and account educationally for trends in the world of work requires that attention be devoted to research findings and substantive literature on work and leisure. In the "Models for Career Education in Iowa" project an important distinction is made concerning current and projected trends. Instructional planning considers the implications of all trends, from those local through those national and even international. However, these trends do not form the sole basis for integrating learning experiences into the curriculum. Rather, they serve as one source of information upon which a part of the total approach is constructed. This point is vital in understanding the project's use of the world of work.

The student of today cannot and should not expect to limit exploration with respect to demographic considerations, just as he or she must not restrict occupational exploration to only one or two areas. No satisfactory technique exists to tell an individual where he or she will live and work during the course of a life-long career. None are able to formulate a precise listing of skills and values so as to insure the individual the "right" credentials for life in a global community. The task of education then becomes one of developing the soundest possible programs for all individuals -- based on that which is known, anticipated, and/or possible during the lifetime of the individual. In examining this general task, it is logical that a look into current patterns, present status, and change in the future will lead the discussion to Part III. Devoted entirely to guidelines for developing career education programs in the local school, it will center on specific opportunities arising from the world of work.

Material presented in the following pages is offered as a sample of that now available from literature on work, leisure, and the world of work. The reader will no doubt be aware of additional sources, since much quality work has been done in the area over recent months.

Occupational Trends

People change in the way they view their occupational endeavors. A distinct shift toward a greater voice in control of conditions under which people work has been evident for the past several years. Men and women are no longer content to accept conditions that would have gone unquestioned in prior generations. Values held are reflected in the ways by which the rewards of work are assessed. One study is particularly effective in illustrating the concerns people hold. The University of Michigan's Survey Research Center studied workers across the nation. More than 1,500 persons, in all levels of occupations, were questioned as to the importance they placed on 25 aspects of work, and the results were reported in Work in America (21). Ranked in order of importance, the results were: (22)

1. Interesting work
2. Enough help and equipment to get the job done
3. Enough information to get the job done
4. Enough authority to get the job done
5. Good pay
6. An opportunity to develop special abilities
7. Job security
8. Seeing the results of one's work

The Model for Career Development utilized in the nine project school systems provides for articulated emphasis on occupational issues of the type found by the Center's Study. Following the Awareness Phase, the student begins to deal with the comingling of self and the world of work. It should be noted that the first and last of the eight factors listed by respondents relate directly to the self-concept. Interest in the occupation to which one devotes time, effort, and commitment is a function of the combination of unique role characteristics and a rewarding self-perception. Getzels, et al, hold that self-involvement with work and labor is dependent upon the purpose of the activity (23):

> In labor, energy is expended on the performance of a role for external purposes: one applies himself in order to earn praise or money -- and it really does not matter very much what one is doing or how well he is doing it. In work, energy is expended on performance of a role for intrinsic purposes: one applies himself because of satisfaction inherent in the performance of the role itself, and it matters very much what one is doing and how well he is doing it.

Rapid change in the nature of specific jobs is evident in nearly all occupational areas. Predictions abound as to the many new occupations that will come into the job picture over the next generation. Career education must cope with these changes with all available foresight. Determinations must be made as to the final effect of the changes. Some will come about through re-titling existing jobs and re-structuring job descriptions. Others will involve the performance of entirely new types of work. In all cases, commensurate concern with the necessary skill areas remains vital.

One approach to this task was initiated by the United States Office of Education through the development of a method of classifying occupations in "clusters." Fifteen such clusters were described (24). Each contains occupations at all levels of preparation. A casual glance at any cluster will show the great diversity of occupational possibilities for consideration. The cluster technique is most effective when used as a starting point for the learner. By beginning with a single expressed interest area, the student is exposed to numerous alternatives that may expand upon the original item of interest. This is, perhaps, the key

point of the cluster concept. The interest(s) of the learner cannot be minimized when developing learning activities. From this basic interest theme, many possible avenues of investigation and exploration are suggested. Further investigation into other clusters may result. Throughout the process of exploration, the learner experiences the dynamic evolution of occupations as a part of that broad interest area. Thus, a single idea or item of interest progresses through exploration of many related areas to a point where a multiplicity of opportunities present themselves. These opportunities vary widely within the cluster and may be differentiated by such factors as level of preparation required, inherent lifestyle, and conditions of occupational performance.

Closely related to the cluster approach is the question of providing useable, timely occupational information to the learner. This problem is one to be dealt with at the secondary level. In the nine project schools, career information emphasis has remained only at this level for two reasons: 1) a minimum of six years will elapse before students in the elementary grades complete high school. Within that time period, changes will certainly occur that may alter the intentions currently held, regardless of their soundness. For secondary students the interim period is much shorter. They are much more concerned with current information and should have immediate access to all possible sources. 2) Career education at the elementary level concentrates on self-concept activities and a basic awareness of work as one of the necessary functions of man in a viable society. This awareness is in relation to work as a human activity and does not deal with it in a preparational way.

Occupational information is discussed at length in the publication Information Centers for Career Education (25). Career Information Centers, as developed in project schools, are described and procedures for financing their operation at a minimal cost are outlined.

Recent legislation and judicial action on the national scene have afforded women the opportunity to compete equally with men for positions of employment. This trends holds several implications for career education programs. Schools, through their educators and programs, must re-orient instruction, information, and attitudes to fit the tenor of the times. Smith (26) outlined a pathway to change that bears upon all who deal in the work of the school:

> If we of the 1970's wish to address ourselves seriously to the question of how we can make choice a reality for our daughters, we must first set aside the assumptions that we bring to the task. One of those assumptions is that women as a group have a particular order of talent. Another is that, given every freedom in personal development, the vast majority of young women will still elect vocations in predictable patterns from a particular spec-

> trum. In addition, we must be willing to seek out information about sex-role stereotyping, detrimental educational tracking, and societal pressures that influence the self-image of the American woman. Then we will be equipped to effect a change.

It is generally accepted that women do, and will, make up a larger sector of the total working force in the United States. The greatest hazard for educators is that they may continue to promulgate automatically "jobs for women" without consideration for developing avenues to meaningful career opportunities. Through career education, women must be provided meaningful experiences designed to assist in an examination of roles, their aspirations, and their occupational potentials.

Special attention is also due the trend toward occupational opportunity for women through the self-concept. Because of the nature and conditions of many jobs held by women, employment itself functions as a deflating force to the individual's self-concept. Counselors and classroom teachers utilizing values clarification techniques and other self-enhancing activities have the basic mechanism for creating an atmosphere conducive to open, futuristic experiences on the part of the student.

The nine project schools have dealt with equality of opportunity in operating programs as well as in the guiding objectives of the curriculum. From a program standpoint, it is particularly important that elementary and junior high school career education activities recognize developing avenues for women. During these phases, students are becoming aware of the functions of work in society and are exploring widely throughout occupational areas. In these experiences, students are able to relate to work roles played by persons without regard to sex, ethnic, or other once-differentiating factors. Exploration Phase activities emphasize formal activities of investigation including all students. This is true of "special" activities as well as routinely scheduled exploratory classroom experiences (27).

A fourth occupational trend in the world of work relevant to career education programs is that of a shorter structured work week. Study in this area shows that there is a general shift toward fewer hours per week devoted to structured occupational pursuits, but that the "30 hour" week does not exist, in reality, for most Americans. There is a trend toward greater non-structured involvement with work. This may take the form of occupationally-related tasks performed at times other than the usual working day, and is consistent with the gradual shift from production of goods to that of the provision of services. (28)

The Survey of Working Conditions (29) found a lower attachment to work on the part of young people than that held by their elders. Several factors might be attributed to that conclusion: 1) young people have

higher expectations generated through more education; 2) a generally higher level of affluence makes youth less tolerant of non-rewarding occupations; 3) more workers are volunteers, and will not tolerate undesirable conditions; 4) authority, in general, is being challenged; 5) many former students are demanding the right that they gained on campuses --- to have a voice in setting goals and regulations within the organization; 6) young blue-collar workers are demanding the same rights and expressing the same values as their university-graduate counterparts; and 7) there is a growing professionalism among many young white-collar workers.

The above findings indicate feelings held by certain youth regarding various forms of endeavor. Each seems to be a valid conclusion for the sample surveyed. However, there are definite signs that young people are now moving, as a group, somewhat closer to the mainstream of the nation's occupational/economic activity of the 1970's. Several factors may be acting as a force-of-the-whole in bringing about the movement. One is, undoubtedly, the various forms of economic uncertainty experienced during the post-Vietnam period. There can be no question but that the public posture of government, consumer protection agencies, and business enterprises has been altered in a major way. This has been caused, in part, by forces indicated in the survey on working conditions cited earlier. Changes of this nature have made "establishment-type" occupational involvement more palatable for individuals who formerly would not take part in these roles. The generalized phrase "humanizing of business" might account for some of the change (30). If, indeed, this process is an on-going, evolving one it will assist in developing greater acceptance of occupational opportunity by today's youth. Evidence does, in fact, exist that portrays youth as somewhat alligned philosophically with the traditional thrust of the American business community. Yankelovich (31) studied the attitudes of college students over a four-year period and found that 79 per cent feel that a meaningful commitment to a career is an important part of the life of an individual. In addition, 85 per cent of those surveyed felt that business is entitled to a profit, and less than one-third would welcome a lessening of the emphasis on hard work.

By 1975, so say the estimates, there will be more than 20,000,000 persons beyond 65 years of age in the United States. This fact and that of younger persons opting for smaller families than in the past contribute to a national trend toward concern for late-career activity. Early career life centers on the home, school, and other community institutions. Mid-career activity adds the central focus of occupational commitment. Few will deny that this commitment is strong, a viable, continuing, engulfing factor. But there occurs later, for most, a time of dilemma; of lessening involvement with the rearing of children and a realization that occupational progress has passed its zenith. A search begins for meaning in the years ahead. Our society has furthered such thinking by institutionalizing a specific point at which some almost-overnight change is to occur; usually 65 years of age.

Coping with such massive change in patterns of daily living is not without its hardships. Retired industrialist Clarence Randall discussed the "myth" of retirement a decade ago (32). He said, in essence, that a career pattern that fails to account for work beyond the occupational aspect falls far short of that necessary for meaningful extension of life:

> Whether a man will be prepared psychologically when his turn comes to face the challenges and enter into the satisfactions of retirement is irrevocably determined before he reaches middle life. It is not at sixty-five, but at forty-five, that the basic decisions are taken. If before he is forty-five a man has found nothing that fires his imagination, nothing that arouses his creative powers and that enlists his best efforts but the daily shuffling of papers on his desk, he will be a pathetic failure in retirement. If he has never risen above his job and gone all-out for some task or cause totally unrelated to his business, he will be a hopeless case at sixty-five, a perpetual problem to his family and friends.
>
> But if all along his life has been overflowing with infectious enthusiasm for ideas and ideals that have their roots in a world outside the routine of mere money-making, he will go on as long as he lives, growing in usefulness to the world about him, just from sheer personal momentum.

Two additional trends in the world of work deserve copious description; far beyond the scope of his discussion. They are occupational mobility and equality of opportunity. Volumes could be compiled from the laws and literature of the land. Each should be recognized for its constant impact on programs of education.

Many factors can account for shifts from one occupation, or occupational area, to another. Habits of consumption alter themselves over time and in accordance with the economics and mores of the moment. Personal preference as to the why, when, where, and how one works, lives and perhaps raises a family weigh on decisions to change. National and international problems are brought home to the individual in the form of change in patterns of living and earning. Business and government often dictate the change as a precursor to employee advancement. And, Americans continue to respond to the promise of greater opportunity as held forth by another job, another location, another way to live, or a new challenge within the current occupational tie.

Minority groups are being afforded opportunities not generally available in times past. This trend has been long in developing, but stands firm in its progress; a fact due largely to measures employed by regulatory agencies so that equality of opportunity is enhanced --- if not always fully assured.

Somewhat related is the tendency of many corporate employers to assume a certain social responsibility in the conduct of their affairs. Programs of the affirmative action type are important forces in the organizations of tomorrow's world of work, and are therefore of merit for investigation and experience by young people of today.

If the trends being observed in the world of work tell us one thing of importance to career education, it is this: we cannot allow education to forego the option of adapting itself to the needs of youth; youth who will be experiencing mid-career satisfactions, mid-career frustrations, and mid-career changes in the year 2000 and beyond. That which was educationally sacred and sure in the era of the 50's and 60's remains important and worthy of a place in the planning of the schools. But, lessons learned and sanctified then should serve only as evidence in the evolving case of education for tomorrow.

PART III: THE WORLD OF WORK—

ITS ROLE IN THE INSTRUCTIONAL PROGRAM

One of the initial requirements for developing a comprehensive approach to career education in the kindergarten-grade 12 curriculum is a model or program design which provides for the careful articulation of experiences afforded individuals through the teaching-learning process. Through such a design, instruction is coordinated across discipline/classroom lines at each level, and vertically by general subject matter areas. Educators should concern themselves with two major goals: 1) providing the broadest-possible base of sound learning experiences, experiences consistent with both the content to be conveyed and the career education-related objectives to be accomplished, and 2) a safeguard against needless repetition of activities from class to class or year to year.

Iowa school systems often utilize K-12 curriculum committees and departmental organizations to deal with the matter of articulation. It is entirely logical, in such cases, that career education become one of the tasks with which these groups are charged. If a school is not organized along these lines, the function may best be performed by one or more inter-disciplinary steering committees (K-3, 4-6, 7-9, 10-12, and K-12; K-6, 7-12, and K-12). Additional thoughts and experiences pertaining to administering career education programs are presented in another publication in this "Models for Career Education in Iowa" series. (33)

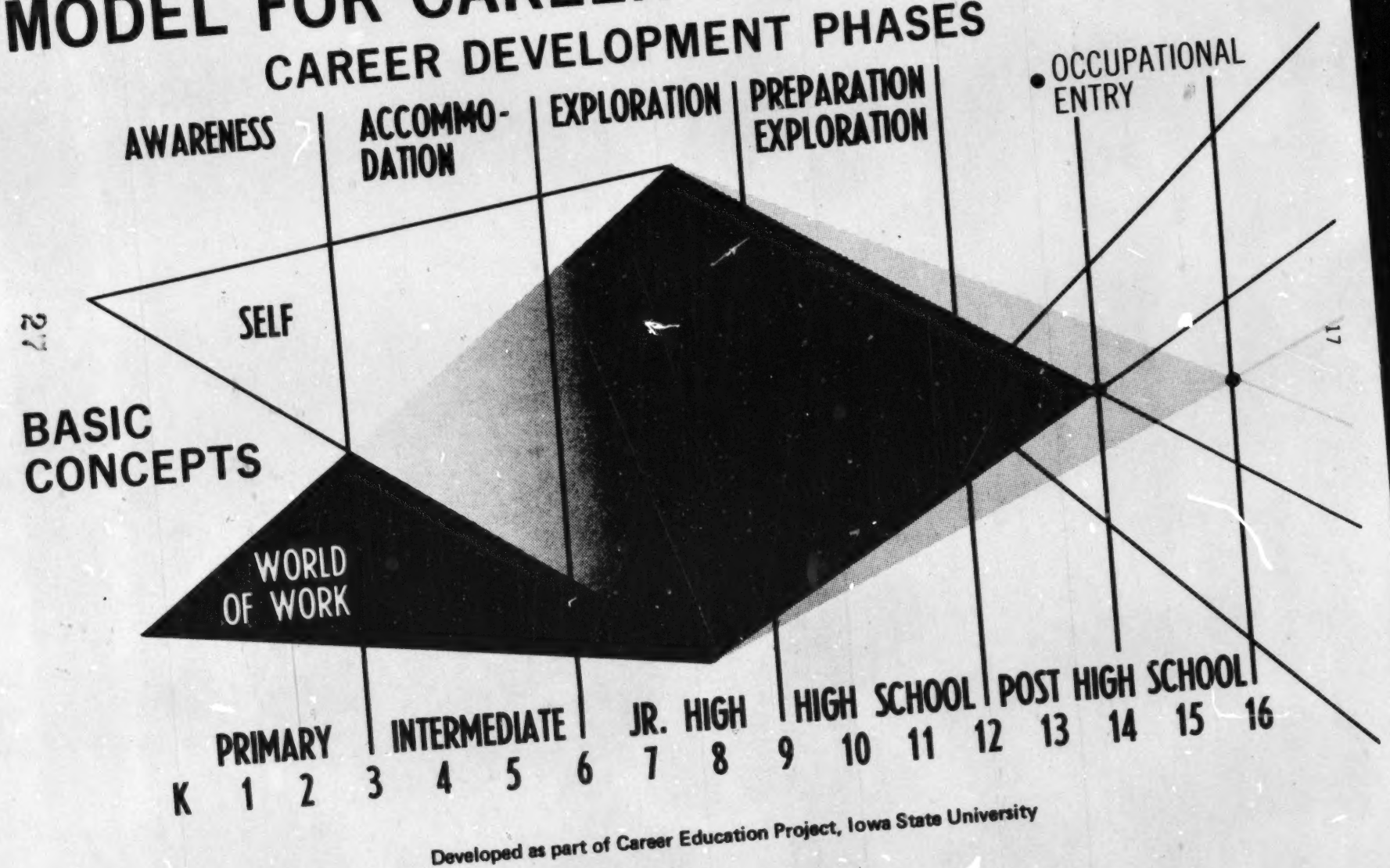
A design for a program of career education and the articulation of educational experiences consistent with that design was developed as a part of the work in the nine project schools. The model and the objectives by which that model is educationally activated are summarized in the following discussions.

The Model for Career Development

The career development thrust of the "Models for Career Education in Iowa" project is based on the two concepts illustrated in the model on page 17. Educators from all groups associated with the project were involved in its original development and subsequent refinements. In analyzing the model, it is vital that it be viewed as a representation of project thought, revealing a progression of two basic concepts. In no way should it be construed as a rigid determinant of functions to be carried out at any specific time; nor does it limit career education activities at any level.

The model depicts the school's involvement in career development as beginning in kindergarten and continuing throughout formal education, with alternatives for re-cycling through a portion of the system to obtain further training in adult years.

MODEL FOR CAREER DEVELOPMENT



Developed as part of Career Education Project, Iowa State University

Two basic concepts are inherent -- the concept of self and the concept of the world of work. The self-concept focuses on the learner's understanding of himself or herself mentally, physically, socially, and emotionally. Basic to the world of work are perceptions of the learner as to the nature and purpose of human involvement in all manner of work; a world of work encompassing leisure and avocational pursuits as well as occupational aspects. The underlying principles of these two concepts remain consistent throughout the model, but function in differing ways during each phase of career development.

During the Awareness Phase, the self-concept places emphasis on the students becoming individually aware of themselves and others in a physical sense, of the nature of feelings held by them and by others, and of the interactions of people in society. For the world of work, emphasis is placed on developing understandings of and appreciations for the many aspects of work and the value of work as a function of man. During this phase, no attempt is made to relate the specific points stressed in the two concepts.

The Accommodation Phase has two purposes. Students continue to develop an awareness of self and the world of work. Additionally, they begin to relate personal perceptions of self to the world of work. This fusion of the concepts continues throughout the developmental process, resulting ultimately in a lifestyle (including its occupational pattern) uniquely suited to the interests, values, aspirations, and abilities of the individual.

In the Exploration Phase, the learner is afforded the opportunity for in-depth investigation of the various potentials found in the world of work. All of the occupational clusters are explored, with special attention given to people. The roles they play, the tasks and rewards that befall them, and the lifestyle they enjoy are important considerations. Each student is provided with avenues for analysis of exploratory experiences and can then, through comparative techniques, identify personally with a multitude of opportunities. As a natural results of these experiences, the student begins a unique process of applying personal values and self-assessment to the emerging task of selecting occupational areas of greatest potential and satisfaction.

The final phase of this school-based program has a two-fold purpose. A continuation of the previous phase occurs in the form of more extensive exploration into the occupational area(s) selected by the student. Characterizing this extended exploration is a spirit of purpose not normally found in the broad, fact-finding activities of the junior high level. The second feature of the Preparation-Exploration Phase is the process of actually defining, seeking out, and acquiring preparation for entry into the world of work. For some, this process may occur early in the senior high school experience. For others, it may not be definable until well into a university-level program or other postsecondary adult experience.

Career Development Objectives

While the model discussed above serves as a graphic interpretation of the career development process in the school, it is through the objectives that career education becomes a valuable tool for articulation and refinement within the school's curriculum. Objectives were originally developed by classroom teachers and project staff personnel. Several revisions were made during the first two years of the project in order that the final objectives serve as broad guidelines for career education activities. The final revision, at the close of the 1972-73 school year, resulted in the objectives which appear on the following pages. It should be remembered that this writing is limited to those objectives that deal with the world of work. Self-concept objectives (numbered 1.00) are not included.

Career development objectives are classified according to the developmental phases of the model. Awareness Phase objectives (K-3) for the world of work include those identified as 2.1-2.9. World of work objectives at the remaining developmental phases are identified by similar numbers, and represent more advanced content as the objectives flow through the model's phases.

Closely related to the world of work objectives are those dealing with "Self in the World of Work" (the 3.00 objectives at the Accommodation, Exploration, and Preparation-Exploration Phases). At the grades 4-6 Accommodation Phase the two basic concepts are joined for the first time, via these 3.00 level objectives.

Changes in content of the 2.00 and 3.00 levels of objectives are a funciton of increased specificity and depth of instructional intent as the sequence of learning experiences progresses through the total career education program. For each objective stated below, many career education activities have been developed and used to advantage in classroom situations. The prime consideration of any school implementing a career education program is that each objective be accomplished at some time during the K-12 student experience. It is likely that several different activities will be developed for each objective, with each of these reaching a common accomplishment through differing methods. Examples of activities developed by project teachers for each objective (at the 1.00, 2.00, and 3.00 levels) may be found in forthcoming publications in this series. These activities will be grouped by grade and model phase to allow for comprehensive treatment of the objectives.

Awareness Phase

World of Work

2.00 The learner examines the world of work

2.1 Sees the concept of work as including various types of activity.

2.1.1 Sees that work produces goods and services.
2.1.2 Recognizes the dignity of the individual.

2.2 Becomes aware of organization within the work world.

2.2.1 Differentiates between employers and employees.
2.2.2 Differentiates between consumers and producers.

2.3 Becomes aware of the wide variety of occupations.

2.3.1 Fantacizes occupations that interest him/her.
2.3.2 Becomes aware of the operational structure of the school.

2.4 Becomes aware of similarities among occupations.

2.5 Recognizes that people change occupations.

2.6 Recognizes the reasons why people work.

2.6.1 Sees the relationship between monetary income and maintenance and improvement of lifestyles.

2.7 Sees the interdependence among contributing members in the world of work.

2.7.1 Recognizes that individuals need products and services.

2.8 Becomes aware of the economic aspects of the world of work.

2.8.1 Becomes aware of money as a medium of exchange.
2.8.2 Becomes aware that workers are paid for their services.

2.9 Exhibits a willingness to select and complete assigned tasks.

Accommodation Phase

World of Work

2.00 The learner recognizes the specific behaviors and the socio-economic aspects of the world of work.

2.1 Expands the concept of work to include paid and unpaid work.

2.2 Recognizes that occupational areas have different levels of responsibility.

2.3 Comprehends that a wide variety of occupations exist.

- 2.3.1 Fantacizes work roles which could lead to desired lifestyles.
- 2.3.2 Observes qualities desirable for various occupations.

2.4 Comprehends the similarities and relatedness of occupations.

- 2.4.1 Recognizes mobility in career lattices.

2.5 Realizes that work responsibilities change within occupations due to technology and personal competencies.

2.6 Recognizes that various rewards may come from work.

2.7 Recognizes the contributions of work to a functioning society.

2.8 Investigates the economic factors which influence the life of the individual in the world of work.

- 2.8.1 Describes the flow of money in our economic system.
- 2.8.2 Compares the effects of supply and demand factors in the labor market on job availability, pay, and work roles.
- 2.8.3 Recognizes that pay varies in the world of work.
  - 2.8.3.1 Describes how income varies with career type and level.
  - 2.8.3.2 Correlates compensation with geographic area.
  - 2.8.3.3 Recognizes that greater competencies generally increase pay (training, experience, knowledge).
  - 2.8.3.4 Recognizes the implications of discrimination (racial, sex, age, cultural, etc.).

2.9 Recognizes the relationship between the world of work and the educational setting (family, home, community, school).

Self in the World of Work

3.00 The learner examines own self-concept in relation to selected occupations.

3.1 Relates personal aptitudes to various related careers.

3.2 Chooses activities which will utilize personal interests and abilities in making contributions to school and community.

- 3.2.1 Identifies opportunities afforded through school programs.
- 3.2.2 Identifies opportunities afforded through community activities.
- 3.2.3 Uses the decision-making process in choosing projects commensurate with own abilities and interests.

3.3 Describes the personal growth and rewards of work and/or leisure.

- 3.3.1 Recognizes that personal satisfactions may come from work.
- 3.3.2 Distinguishes the need for personal satisfaction in work or leisure to maintain mental and physical well-being.
- 3.3.3 Describes the satisfactions gained when personal capabilities are effectively used in work and leisure.
- 3.3.4 Expresses the personal value that is received from creative work and leisure.
- 3.3.5 Acknowledges that social recognition may be related to work.
- 3.3.6 Recognizes that personal satisfaction results from work that is interesting to the individual.
- 3.3.7 Recognizes that monetary rewards may come from work.

3.4 Relates lifestyles to work roles.

- 3.4.1 Describes a lifestyle.
- 3.4.2 Realizes that monetary rewards affect lifestyles.
- 3.4.3 Realizes that work hours affect lifestyles.
- 3.4.4 Considers that personal needs affect lifestyles.
- 3.4.5 Recognizes that occupations and their resulting lifestyles may affect physical and mental health.

Exploration Phase

World of Work

2.00 The learner analyzes specific behaviors and socio-economic aspects relating to the world of work.

2.1 Identifies the implications of the concept of leisure time, vocation, and avocation as they relate to a person's life needs.

2.2 Describes organization within the work force.

- 2.2.1 Becomes aware of the role, structure, membership, and leadership of labor unions.
- 2.2.2 Becomes aware of the role of management in the work force.
- 2.2.3 Becomes aware of labor relations, including employer-employee responsibilities.
- 2.2.4 Recognizes the governmental role in the organization and regulation of the work force.

2.3 Explores a wide range of occupations.

- 2.3.1 Describes specific educational and skill requirements of occupations.
- 2.3.2 Differentiates between job tasks.
- 2.3.3 Acquires knowledge of economic remunerations.
- 2.3.4 Investigates the training and personal requirements for advancement within a given occupation.
- 2.3.5 Acquires insight into differences in working conditions.
- 2.3.6 Distinguishes between occupations related to the production of goods and occupations related to the provision of services.

2.4 Examines clusters of occupations.

- 2.4.1 Distinguishes the characteristics which are common among and between clusters.

2.5 Recognizes the nature of change within the work force.

- 2.5.1 Identifies that some occupations become obsolete because of progress in technology.
- 2.5.2 Sees the inter-relationship between the law of supply and demand of workers and continual change in the work force.
  - 2.5.2.1 Comprehends the impact of migration and immigration on supply and demand of workers.
- 2.5.3 Recognizes that the availability of human and natural resources affects career opportunities.
- 2.5.4 Becomes aware that changes in societal attitudes affect roles within the work force (equal rights, job status, laws, union regulations, etc.).

2.6 Recognizes that work allows for the integration of the individual into society.

2.7 Recognizes that at least some people must work if society is to survive.

2.8 Analyzes the economic aspects of the world of work.

- 2.8.1 Examines the role of financial institutions in today's economy.
- 2.8.2 Analyzes the effect of the law of supply and demand on the world of work.
- 2.8.3 Recognizes factors which influence remuneration and benefits of employment.
  - 2.8.3.1 Recognizes skill development as a factor influencing remuneration.
  - 2.8.3.2 Recognizes the impact of state and federal minimum wage and hour laws.
  - 2.8.3.3 Comprehends the social security program as related to employment (application procedures, purpose, functions, responsibilities).
  - 2.8.3.4 Recognizes federal and state income tax programs.
  - 2.8.3.5 Recognizes various kinds of fringe benefits available to employees (insurance, retirement, sick leave, vacations, etc.).

2.9 Recognizes the educational setting as a place to gain direction and needed skills for the attainment of occupational goals.

2.10 Recognizes the process of seeking employment.

- 2.10.1 Becomes aware of the sources of assistance in seeking employment.
- 2.10.2 Recognizes procedures for applying for a job.

2.11 Becomes aware of the effect of national and international economic policies on employment possibilities.

Self in the World of Work

3.00 The learner explores careers, career change, and how personally perceived potentials relate to selected careers.

3.1 Recognizes personal characteristics which relate to selected clusters of occupations.

3.2 Formulates tentative career expectations in terms of personal characteristics.

3.2.1 Recognizes that personal characteristics may make a career choice suitable or unsuitable.
3.2.2 Analyzes possible career directions compatible with personal characteristics.
3.2.3 Identifies personal reasons for wanting to change jobs.
3.2.4 Describes the importance of personal characteristics in seeking employment.
3.2.5 Distinguishes preparations needed to pursue personal career directions.

3.3 Recognizes that there is continual personal change during career development.

3.3.1 Recognizes that personal characteristics change as the learner matures.
3.3.2 Recognizes that personal characteristics change as the learner experiences the world of work.
3.3.3 Recognizes that change in personal qualifications influences change in career alternatives.

3.4 Develops an idea of the type of lifestyle desired.

3.4.1 Relates desired lifestyle to occupational preference.
3.4.2 Realizes that individuals may choose a lifestyle.

3.5 Becomes aware of the philosophy of work and leisure as influenced by cultural diversity and diffusion resulting from national migration patterns.

Preparation-Exploration Phase

World of Work

2.00 The learner evaluates specific behaviors and social and economic aspects of the world of work.

2.1 Recognizes that in a service-oriented society work consists of activities which allow individuals to fulfill personal needs and those of the society.

2.2 Analyzes organization within the work force.

2.2.1 Analyzes the role, structure, membership, and leadership within labor unions.
2.2.2 Analyzes the role of management in the work force.
2.2.3 Analyzes labor relations, including employer-employee responsibilities.

2.2.4 Analyzes governmental roles in the organization of the work force.
2.2.5 Becomes aware of alternative organizational structures based on cooperation.

2.3 Continues exploration of occupational areas while doing an in-depth analysis of areas of interest.

2.3.1 Differentiates between lifestyles as affected by occupational choice.

2.4 Examines the inter-relatedness of skill requirements for similar occupations.

2.5 Recognizes the dynamic nature of the work force.

2.5.1 Identifies some occupations that become obsolete because of advances in human and scientific technology.
2.5.2 Analyzes periodic adjustments in local, national, and international manpower needs.
2.5.3 Recognizes the demographic implications of occupational opportunities.

2.6-2.7 Recognizes the inter-dependency between the individual's needs and society's needs, and their implications for work.

2.8 Analyzes and experiences the economic aspects of the world of work.

2.8.1 Evaluates the role of the financial institutions in today's economic functions.
2.8.2 Evaluates factors influencing incomes and advancement opportunities in occupations.
2.8.3 Investigates and analyzes fringe benefits.
2.8.4 Examines the costs of attending colleges, vocational schools, trade schools, and technical schools.
2.8.5 Considers avocational pursuits and their economic impact.

2.9 Recognizes the educational setting as one of the places which provides for development of computational, communications, leisure, and human interactional skills necessary for involvement in the world of work.

2.10 Develops competencies in seeking employment.

2.11 Considers the economic impact of national policies on the availability of jobs.

Self in the World of Work

3.0 The learner analyzes modification of career patterns, makes career plans and prepares for entry into the world of work as a function of time and a developing self-identity.

3.1 Analyzes personal characteristics as they relate to areas of interest.

3.2 Explores selected occupational areas in depth and begins preparation for occupational entry into selected area(s).

3.2.1 Identifies specific educational and skill requirements for occupational entry into selected occupational area(s).
3.2.2 Aligns personal goals and desired lifestyle plans with occupational area(s).
3.2.3 Identifies personal alternatives in terms of current occupational trends.
3.2.4 Evaluates impact of altering occupational objectives to accommodate individual lifestyle preferences.
3.2.5 Realizes that preparation for occupational entry at the secondary level can lead to employment upon high school graduation or lead to more specific preparation for occupational entry at the post-secondary level.
3.2.6 Generates plans for preparing for occupational entry into selected occupational area(s).

3.3 Recognizes that personal characteristics and values change as careers progress.

3.4 Prepares for job entry into selected occupational area(s).

3.4.1 Differentiates between entry-level and skilled employment.
3.4.2 Defines logical points of occupational entry.
3.4.3 Identifies educational opportunities available in the school and community that will assist in implementing plans for occupational entry into selected occupational area(s).
3.4.4 Participates in those educational opportunities that will develop desired occupational skills.

3.5 Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational, and preparational level components.

Defining Career Education

The essence of the career development model and the objectives discussed above is perhaps best summarized in the definition of career education resulting from early project work. This definition was developed by a committee of teachers from project schools, and is of special interest here for its implications for the world of work in the educational process.

> Career education is a sequence of planned educational activities designed to develop positive student attitudes, values, knowledges, and skills toward self and the world of work that will contribute to personal fulfillment in present and future life opportunities as well as economic independence. Career education, when incorporated into the existing curriculum, has as its goal the creation of positive career objectives through the involvement of community resources and educational agencies.

Just as educational experiences offered by the school should be bonded to the philosophy and objectives of that institution, so should the philosophy, model (design, plan, strategy), and activities in career education be tied through a commonality of intent. For the world of work, this tie exists in the objectives detailed on the previous pages; a tie through single objectives and through the objectives as a whole.

Each world of work objective is somewhat broad in nature. They are, however, possessed of specificity to a degree which allows for articulation in the total educational program while opening the way for accomplishment of single objectives by multiple means. By grouping objectives into phases of the Model for Career Development, ample latitude is left for classroom instructors to utilize the world of work concept as a vehicle for learning on the part of the student.

Specific suggestions concerning the use of career education objectives and a "Timetable for Integrating the Career Development Concept into the Curriculum" are contained in another publication in this series, Implementing Career Education in the School Curriculum (34). One item contained in the "timetable" refers to an analysis of subject-matter content throughout the instructional, unit, course-of-study, and curriculum levels. A technique that has been used in some project schools is that of graphically depicting the role of career education classroom activities in the teaching-learning process. Any one of the aforementioned world of work objectives could be selected as an aid in illustrating the role of the world of work in the curriculum. The rationale for the classroom activity that assists in accomplishing an objective should be found, ultimately and in the generalized language commonly used, in the school's philosophy of education.

The role of the world of work should then, in final analysis, be evident throughout the curricular structure of the school. If one point in that structure should give more evidence of the role than all others, then it should be in the instructional activities of the moment --- the final steps which lead to learning in the classroom.

THE ROLE OF THE WORLD OF WORK IN EDUCATION

Rationale for the concept of the world of work in the instructional program of the school should be provided for in - - - - - - - - - - - - - - -

The School's Philosophy of Education

Objectives based on the concept are included in all formal and informal learning experiences which, in total, make up the school's - - - - - - - -

Curriculum

Objectives relating the world of work to life and living are included in all subject matter areas/grade levels by - - - - - -

Course-of-Study Objectives

Units of study leading to learning in the cognitive, affective, and psychomotor domains specify outcomes (including those relating to the world of work) in terms of - - - - - - - - - - - - -

Unit Objectives

One of more unit objectives, or portions thereof, centering on learning to be introduced during a particular experience, are stated as - - - - - - - -

Instructional Objectives

Student-oriented experiences which provide the environment, resources, direction, and positive reinforcement required to begin accomplishing the totality of objectives above are provided by - - - - - - - -

Classroom Teaching-Learning Activities

Among the outcomes of instruction based, in part, on the world of work are the formation and ongoing refinement of skills for life and living - - - - - - - - - -

Communicative Skills
Computational Skills
Supportive Skills
Job Skills
Social Skills
Physical Skills
Appreciation Skills

The basic responsibilities of the teacher are essentially unchanged by the discussion on page 31. It has been generally accepted that the teacher's first responsibility is to the students in his or her class. Competent and thorough treatment of the subject matter is a constant charge to all who instruct -- those who guide the learning of youth. Helling's writings and his discussions with educators in Iowa and elsewhere have underscored the continuing responsibility for teachers to relate subject matter to life and living (35). This discussion would add one thought to these basic responsibilities, while granting that it is assumed by many to be inherently included: the teacher has a vital role in insuring that the classroom learning environment and the instruction therein perceive the rapidity by which change is occurring.

One apparent shortcoming of the summary on page 31 is its failure to limit or define the seven skill areas. Another publication in this series discusses the skill areas and the subject matter areas chiefly responsible for their formation (36). Furthermore, each teacher has a role to play in the formation of skills in all seven areas.

A final note concerns a skill area not specifically identified. Human relations skills are widely acclaimed in all aspects of the world of work. In the project, "Models for Career Education in Iowa," these skills are considered paramount in the preparation for a life in the world of work. As such, experiences which enhance skills in human relations are an important consideration in all curricular events, and play a vital role in all phases and levels of an individual's career development

NOTES

1. Phi Delta Kappan, Vol. LV No. 1, September, 1973, p. 42.

2. Delivered at Cambridge, Massachusetts, June 12, 1963.

3. "Models for Career Education in Iowa" is conducted under research and exemplary grants from the Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa. The project was developed and supervised by personnel in the Department of Agricultural Education and College of Education, Iowa State University, Ames, Iowa. Nine Iowa public school systems involved in the project are: Carroll Community Schools, Clarke Community Schools, Davenport Community Schools, Humboldt Community Schools, Marshalltown Community Schools, Sheldon Community Schools, Shenandoah Community Schools, South Winneshiek Community Schools, and Springville Community Schools.

4. Hopkins, B. E., "The Self-Concept and Career Education," Iowa Department of Public Instruction, 1974.

5. "Career Development Model and Explanation" includes all objectives developed for use at the four phases: Awareness, Accommodation, Exploration, and Preparation-Exploration. A glossary of terms commonly used in career development work is included.

6. Getzels, Lipham, and Campbell, Educational Administration as a Social Process, Harper and Row, New York. 1968, p. 144.

7. Report of a Task Force to the Secretary of Health, Education, and Welfare: Work in America, MIT Press, Cambridge, Massachusetts. 1972, p. 1.

8. The ethic, the work ethic, the Protestant work ethic, the Protestant ethic, and the Puritan ethic are considered to be reasonably synonymous terms for purposes of this discussion.

9. Hall, Joseph, "Holy Observations," London, 1607. p. 137.

10. While our culture has generally been schooled to an aversion of idleness, earlier civilizations -- notably the Greeks -- stressed leisure as a true virtue.

11. A penalty was authorized in the event that a community failed to provide for the education aimed at belaying the workings of the "Old Deluder Satan."

12. Helling, Cliff E., from a speech before the New Hampshire Vocational Association. April 27, 1973.

13. Fromm, Erich, Man for Himself, Fawcett Publications, Inc., Greenwich, Connecticut. 1967, p. 53.

14. Following the announcement of the current thrust in career education by the then-Commissioner of Education Dr. Sidney Marland, a flurry of activity was witnessed at all levels of formal education. Debate continues as to the implications of the message, "Career Education Now," which was presented on January 23, 1971, to the Convention of the National Association of Secondary School Principals, Houston, Texas.

15. Interesting reading can be found by searching out the career development thoughts of educators from throughout the first half of the twentieth century. Notable examples include Parsons, Dewey, Super, and Ginzberg.

16. Meyer, Adolphe E., summarized traditions and change in American and European systems of education in An Educational History of the Western World, McGraw-Hill, New York. 1965, pp. 399-400.

17. U. S. Bureau of the Census data.

18. The Public Education Association of New York City, High Schools for a Changing World, New York. 1967, pp. 10-11.

19. National Advisory Council on Vocational Education - Sixth Report, Counseling and Guidance: A Call for Change, June, 1972. p. 1.

20. Through the final sentence of the Council's statement, members have provided a challenge to all in education that, in Iowa, rests at the very heart of career education as practiced in the project schools. Personal satisfaction is inextricably entwined with the self-concept of the individual; therefore equal ties exist with the world of work, for it is impossible to separate the individual from the activities and emotions by which he or she gives meaning to life.

21. Op. cit., pp. 12-13.

22. An interesting comparison can be made between the Center's findings and Maslow's, "Hierarchy of Human Needs."

23. See note 6, op. cit., p. 143.

24. The fiteen occupational clusters are defined in such a way as to broadly classify all occupational titles into one of the categories. Alphabetically, they are:

Agri-business and Natural Resources
Communication and Media

Construction
Consumer and Homemaking
Environment
Fine Arts and Humanities
Health
Manufacturing
Marine Science
Marketing and Distribution
Office Occupations
Personal Service
Public Service
Recreation and Hospitality
Transportation

25. Brooks, C. E., "Information Centers in Career Education," Iowa State Department of Public Instruction, 1973.

26. Smith, Susan Margot, "Career Education for Women: An Opportunity to Change the Theme" from Essays on Career Education, Northwest Regional Education Laboratory, Portland, Oregon. 1973, p. 30.

27. An excellent "special activity" is the AWOL (A Week of Learning) program developed by Humboldt Community Junior High School. Guidance personnel arrange a series of thorough presentations, one per occupational cluster, as an exploratory experience for all ninth grade students. All presentations are comprehensive in nature for the subject cluster, and occur during one designated week. One additional feature, beyond the clusters, is a presentation entitled "Law-Courts-Records." Student reaction to the exercise is highly favorable, and the activity will become an annual event for the young people in Humboldt's junior high program.

    Routinely-scheduled experiences include exploratory courses for all junior high students. Many schools have developed these programs for courses of study that are normally elective in nature: Home Economics, Vocational Agriculture, Industrial Arts, Drama, etc.

28. General reference here is to actual on-the-job involvement. This does not account fully, however, for the "full briefcase" take-home involvement with an occupation. Public attention is often called to union contracts which negotiate higher wages and shorter work periods. Likewise, isolated instances exist where employers are experimenting with allowing employees to select the hours of the day and week to be devoted to the office, plant, or other job center. There appears little question that innovations will continue to be defined and implemented for test in American businesses.

29. As reported in Work in America, p. 49.

30. Business, too, has been caught up in the pursuit of more humane conditions of functioning in the occupational role. Whether this is a response to employee-union demands or a true attempt to meet social problems (and likely some related to productiveness) as a part of the public posture of the organization is usually unclear without detailed investigation. Youth should become attuned to examining the role and intent of the particular interest areas and organizations as a part of their individual exploration.

31. From a study of college students across the nation during the 1968-1971 period, conducted by Daniel Yankelovich and reported in Work in America. p. 43.

32. Randall, Clarence B., The Folklore of Management, The New American Library, Inc., New York. 1961, p. 128.

33. Flynn, D. J., "Administering Career Education Programs," Iowa State Department of Public Instruction. 1974.

34. Kahler, A. A., "Implementing Career Education in the School Curriculum," Iowa State Department of Public Instruction. 1974.

35. See generally the writings of Helling for further discussion of the teacher's role and responsibility to subject matter and the relating of that matter to life.

36. See note 33, op. cit., pp. 7-9.